Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

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BLACKHEATH BRANCH.—*Hon. Sec.:* A most successful meeting was held at the house of Mrs. Cummin-Scott, on July 10th (the Rev. S. Udney in the chair), when an address was given by Miss Forsyth, and a branch inaugurated. Mr. Main and others also spoke.

Hon. Local Secs. are requested to send to the undersigned, without delay, reports of all matters of interest connected with their branches, written on one side of the paper only, also 20 copies of any prospectuses or other papers they may print.

HENRY PERRIN, HON. ORG. SEC.,
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THE
PARENTS' REVIEW
A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.
"Education is an atmosphere, a discipline, a life."

CHILD TRAINING.

BY A. S. ACLAND.

CHILDREN'S QUESTIONS, II.

"No man can do for another what that other ought to do for himself."
E. Thring.

THE above quotation sums up, practically, all that I tried to say in an article in last month's *Parents' Review*, on the subject of little children's questions which begin with "why." We shall, I venture to think, find the words to be as full of meaning, if we bear them in mind, when dealing with all the other sorts of questions which come from children.

Last month we tried to find out the best way to deal with the questions which little children ask about the reasons and causes of things, and I ventured to suggest that when this kind of question is asked, we should, instead of answering as a matter of course, try to get the children themselves to think out reasons, and that we should encourage them to tell us their thoughts and conclusions. I tried last month, also, to make it clear that while we could make no hard and fast rule about refusing to give answers, we should be on our gaurd about two things. In these two matters which I recapitulate below, I venture to think we may find the principles which may clear up a good many of our perplexities with regard to many of the other kinds of questions which children ask, besides those which refer to reasons for what they see going on.